

# FRENCH II CURRICULUM UNIT #1

## North Smithfield School District

**TITLE OF UNIT #1:** Present Tense and Review  
**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_

**COURSE:** French II  
**LENGTH OF TIME:** one quarter

### OVERVIEW OF UNIT:

Overview of Unit: Students will communicate using previously learned grammatical structures such as present and immediate future tenses. Students will also expand their knowledge of the present tense to include several irregular verbs. They will expand their knowledge of food terms in French and use these to learn the partitive article and the pronoun “en.” For cultural topics, students will research and present information about French Impressionists and compare and contrast their styles, and they will also research and present information about popular recording artists and listen and sing along with some popular French-language songs.

*What are you doing today and tomorrow?*

*Describe yourself and your family members.*

### FOCUS STANDARDS:

COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS	COMMUNITIES	READING	WRITING
Communicate in more than one language in order to function in a variety of situations and for multiple purposes <ul style="list-style-type: none"> <li>Interpersonal Communication</li> <li>Interpretive Communication</li> <li>Presentational Communication</li> </ul>	Function with cultural competence and understanding <ul style="list-style-type: none"> <li>Relating Cultural Practices to Perspectives</li> <li>Relating Cultural Products to Perspectives</li> </ul>	Connect with other disciplines and acquire information in order to use the language to function in academic and career-related situations <ul style="list-style-type: none"> <li>Making Connections:</li> <li>Acquiring Information:</li> </ul>	Develop insight into the nature of language and culture in order to communicate and function with cultural competence <ul style="list-style-type: none"> <li>Language Comparisons</li> <li>Cultural Comparisons:</li> </ul>	Communicate and function with cultural competence in order to participate in multilingual communities at home and around the world <ul style="list-style-type: none"> <li>School and Community</li> <li>Lifelong Learning:</li> </ul>	<ul style="list-style-type: none"> <li>Key Ideas and Details</li> <li>Craft and Structure</li> <li>Integration of knowledge</li> <li>Range of Reading</li> </ul>	<ul style="list-style-type: none"> <li>Text Types and Purposes</li> <li>Production and Distribution</li> <li>Research to Build and Present Knowledge</li> <li>Range of Writing</li> </ul>

### FOCUS Standards :

#### Communication:

- 1.1. Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
  - 1.1.1 accurate pronunciation
  - 1.1.2 formal/informal greetings and introductions
  - 1.1.3 numbers
  - 1.1.4 adjective agreement
  - 1.1.5 questions and answers with core vocabulary
  - 1.1.6 sentence structure to sustain conversation
  - 1.1.7 directions, commands and instructions
  - 1.1.8 exchange information
  - 1.1.9 French role-playing situations
  - 1.1.10 opinions, preferences, and feelings.
  - 1.1.11 information on a variety of topics
  - 1.1.12 range of collaborative discussions using correct subject/verb agreement and sentence structure
  - 1.1.13 short presentations in French on a variety of topics
  - 1.1.14 Prepare, illustrate, and present materials in French
  - 1.1.15 prepare and record original materials
  - 1.1.16 benchmarks from French I
- SL.8.1 range of collaborative discussions
- SL.8.5 multimedia and visual displays into presentations
- L.5.3 language and its conventions
- 1.2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
  - 1.2.1 alphabet, basic sound/letter relationships
  - 1.2.2 number and gender of nouns, adjectives, and articles.
  - 1.2.4 vocabulary, parts of speech
  - 1.2.5 infers meaning via situational, context clues, and cognates
  - 1.2.6 oral and written directions in French related to daily classroom activities
  - 1.2.7 spoken and written messages in French on topics of personal interest
  - 1.2.8 comprehension of information from and accessible French-language materials
  - 1.2.9 components of visual texts
  - 1.2.10 main ideas of familiar texts and dialogues
  - 1.2.11 employ appropriate intonation
  - 1.2.12 regional differences in pronunciation and vocabulary exist
  - 1.2.13 reading strategies such as cognate recognition, context, and syntax
  - 1.2.15 reads for a variety of purposes
  - 1.2.16 follow written instruction in French
  - 1.2.17 read a variety of narrative and informative text
- RI.6.7 information presented in different media formats
- RI.5.9 information from several texts
- RI.4.1Details and examples in text

- 2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
  - 2.2.1 products and perspectives that define the French-speaking cultures
  - 2.2.2 music and watches French-language film or television
  - 2.2.3 artistic contributions from French-speaking cultures
  - 2.2.4 differences and similarities that distinguish French cultures from each other

#### Connections:

- 3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
  - 3.1.1 mathematical notations and measurements
  - 3.1.2 parts of speech
  - 3.1.3 oral presentational skills
  - 3.1.4 technology skills
  - 3.1.5 arts, geography, technology
  - SL.9-10.5 strategic use of digital media
- 3.2 Access and evaluate information and diverse perspectives that are available.
  - 3.2.2 appropriate reading strategies
  - 3.2.3 his/her culture and lifestyle to others'
  - 3.2.4 Listens attentively and analyzes various perspectives

#### Comparisons:

- 4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
  - 4.1.1 grammatical structure between French and English
  - 4.1.2 cognates/false cognates and derivatives.
  - 4.1.3 idiomatic expressions
  - 4.1.4 predicts the meaning of words
  - 4.1.5 construction of negatives
  - 4.1.6 differences in language characteristics, e.g. gender agreement and syntax.
  - 4.1.7 pronunciation systems
  - L.8.5 figurative language, word relationships, and nuances
- 4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
  - 4.2.1 differences and similarities between the U.S. and French-speaking cultures
  - 4.2.2 different forms of social etiquette
  - 4.2.3 cultural products and practices
  - 4.2.4 social structures
  - 4.2.5 elements of various French-speaking cultures
  - 4.2.7 compares/contrast various French-speaking cultures
  - W.9.7 short research project
  - SL.8.5 multimedia and visual displays

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- RI.6.2 theme or central idea of a text
- SL.8.1 collaborative discussion
- SL.8.5 multimedia and visual displays
- L.5.7 target language and its conventions when writing, speaking, reading, or listening
- 1.3 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
  - 1.3.1 write informational text
  - 1.3.2 present informational texts
  - W.8.1 argument pieces on topics or texts
  - W.8.2 informative/explanatory texts
  - W.8.3 narratives to develop real or imagined experiences or events
  - SL.5.5 multimedia components
  - L.7.2 command of the conventions of the target language
  - L.5.3 knowledge of language and its conventions

**Cultures:**

- 2.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
  - 2.1.2 unique social customs and traditions
  - 2.1.3 art and history of France
- RI 6.7 information presented in different media or formats
- RI 5.9 information from several texts on the same topic
- RI 6.2 central idea of a text

**Communities:**

- 5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
  - 5.1.1 examples of the target language in daily life.
  - 5.1.2 knowledge of the target language and culture
  - 5.1.3 international media and the arts
  - 5.1.4 target language in the school community
  - 5.1.5 access to native speakers and authentic reading materials
- W.9.2 informative/explanatory texts to examine a topic
- W.9.5 strengthen writing as needed by planning, revising, editing, rewriting
- W.9.7 research projects
- 5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement
  - 5.2.1 attend movies, plays, concerts, and art exhibits.
  - 5.2.2 interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.
  - 5.2.3 logical decision-making in real life situations, such as ordering from a menu, shopping in a store, etc.
  - 5.2.4 listens to and sings along to music in the target language.
- SL.8.1 discussions
- L.5.3 knowledge of language and its conventions when writing, speaking, reading, or listening

### Expectations for Student Learning (High School only):

#### ENDURING UNDERSTANDING:

Review Level One basics, including pronunciation, numbers, calendar, descriptions, making polite requests, etc.

- Present tense review and expand
    - Regular (ER/IR/RE)
    - Review avoir, être, faire, aller, pouvoir, vouloir, prendre
    - Irregular verbs mettre, devoir, écrire, dire, sortir, partir, dormir, server
    - Idiomatic expressions with avoir and être
    - Savoir & connaître
  - Interrogatives
  - Foods
    - Likes & dislikes
    - Partitive article
    - Pronoun en
    - Expressions of quantity
    - Specialty shops
- French cultural activities (cinema, popular music, art)

#### PRIOR KNOWLEDGE:

- All French 1 material, including but not limited to: the formation and usage of the present tense and vocabulary surrounding home, family, town, school, and other topics.

#### NEW KNOWLEDGE:

- 1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

<u>Essential Knowledge and Skills</u>	<u>Academic vocabulary</u>
1.1.1 Use accurate pronunciation.	
1.1.2 Employ formal/informal greetings and introductions.	
1.1.3 Apply numbers (1-1,000,000) to a variety of situations, e.g. currency/weather/ measurement conversions, math problems, time, etc.	
1.1.4 Uses adjective agreement to describe people, places, situations, and objects.	
1.1.5 <b>Construct questions and answers involving the core vocabulary and related ideas</b>	
<ul style="list-style-type: none"> <li>• adverbs</li> <li>• agreeing/disagreeing/opinions</li> <li>• ailments and injuries</li> <li>• art</li> <li>• Bastille Day</li> <li>• body parts and clothing</li> <li>• childhood activities</li> <li>• comparative adjectives/ superlative adjectives</li> <li>• correspondences</li> </ul>	<ul style="list-style-type: none"> <li>○ comparative adjectives/ superlative adjectives</li> <li>○ conversation</li> <li>○ conversions</li> <li>○ gastronomie</li> <li>○ idiomatic expressions</li> <li>○ interact</li> <li>○ interrogatives</li> <li>○ negative expressions</li> </ul>

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<ul style="list-style-type: none"> <li>• expressions of quantity</li> <li>• food/fruit/vegetables</li> <li>• furniture</li> <li>• greetings/introductions</li> <li>• grooming products/ daily hygiene/daily routine</li> <li>• holidays</li> <li>• idiomatic expressions with avoir and faire</li> <li>• interrogatives</li> <li>• likes/dislikes</li> <li>• meals/food/beverages</li> <li>• means of transportation</li> <li>• nature/ topographic terms</li> <li>• negative expressions, e.g. personne, rien, etc.</li> <li>• ordinal numbers</li> <li>• personal/physical characteristics (adjectives)</li> <li>• physical well-being</li> <li>• places in the city</li> <li>• prepositions</li> <li>• professions</li> <li>• quantities</li> <li>• regional French products/gastronomie</li> <li>• specialty food shops</li> <li>• sports/leisure activities</li> <li>• table-settings</li> <li>• travel/ airport/train</li> </ul> <p>1.1.6 Demonstrate mastery of sentence structure in order to sustain a conversation and/or presentation in French.</p> <p>1.1.7 Give and follow directions, commands and instructions in French related to daily classroom activities.</p> <p>1.1.8 Exchange information in the target language.</p> <p>1.1.9 Participate in French role-playing situations where they request and receive information, goods, and services.</p> <p>1.1.10 Share opinions, preferences, and feelings in French with classmates.</p> <p>1.1.11 Present information on a variety of topics.</p> <p>1.1.12 Engage effectively in a range of collaborative discussions using correct subject/verb agreement and sentence structure.</p> <p>1.1.13 Prepare and present brief reports in French about personal experiences, school happenings, and current events.</p> <p>1.1.14 Prepare, illustrate, and present materials in French such as advertisements, posters, menus, and fashion shows.</p> <p>1.1.15 Prepare and record original materials in French, e.g. skits and newscasts.</p> <p>1.1.16 Applies all the benchmarks from French I in greater <b>depth, content, and complexity.</b></p> <p><b><u>Common Core State Standards – ELA</u></b></p> <ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.8.1)</li> <li>• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3) <ul style="list-style-type: none"> <li>○ Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. (L.5.3a)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ negotiate</li> </ul>
<p><b><u>Sample Progress Indicators</u></b></p> <ul style="list-style-type: none"> <li>• Use French with culturally appropriate gestures in everyday social situations, such as greeting, leave-taking or introductions.</li> <li>• Give and follow instructions in French related to daily classroom activities.</li> <li>• Engage in French role-play situations where they request and receive information, goods, and services, such as going to a restaurant and ordering food.</li> <li>• Share opinions, preferences, and feelings in French with their classmates.</li> <li>• Exchange information in French via notes, letters or e-mail on familiar topics, such as personal interests, memorable experiences, school activities, and family life.</li> <li>• Use French to discuss reading selections, songs, and videos from francophone cultures.</li> </ul>	<p><b><u>Websites</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreferen ce.com">www.wordreferen ce.com</a></li> <li>• youtube videos (educational)</li> </ul>

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### 1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

<p>1.2.1 Utilize alphabet, sound/letter relationships (i.e., consonants, vowels, blends, and accent marks).</p> <p>1.2.2 Distinguish number and gender of nouns, adjectives, and articles.</p> <p>1.2.3 Follow verbal instructions to perform specific tasks and to answer questions.</p> <p>1.2.4 Recognize and use:</p> <ul style="list-style-type: none"> <li>• subject verb agreement</li> <li>• adverbs</li> <li>• comparative and superlative adjectives</li> <li>• demonstrative adjectives and pronouns</li> <li>• infinitives</li> <li>• present tense irregular verbs</li> <li>• pouvoir, vouloir, prendre, mettre, devoir, écrire, dire, ouvrir, souffrir, sortir, partir, dormir, servir,</li> <li>• partitive article in affirmative and negative sentences</li> <li>• prepositions</li> <li>• passé composé</li> <li>• regular verbs with avoir</li> <li>• verbs with irregular past participles</li> <li>• verbs that use être as an auxiliary verb</li> <li>• reflexive verbs</li> <li>• present tense</li> <li>• introduce passé composé and imperfect</li> <li>• stem changing verbs</li> <li>• pronouns</li> <li>• subject</li> <li>• direct object</li> <li>• indirect object</li> <li>• pronoun en</li> <li>• pronoun y</li> <li>• relative pronouns qui and que</li> <li>• imperfect tense</li> <li>• contractions with à and de</li> <li>• savoir and connaître and present and passé composé</li> <li>• introduction to the uses of the passé composé vs. the imperfect</li> </ul> <p>1.2.5 Infer meaning via situational, context clues, and cognates.</p> <p>1.2.6 Understand and follows oral and written directions in French related to daily classroom activities.</p> <p>1.2.7 Understand spoken and written messages in French on topics of personal interest, such as family life, leisure, sports, school activities, everyday occurrences, and current events.</p> <p>1.2.8 Demonstrate comprehension of information from and accessible French-language materials.</p> <p>1.2.9 Identify components of visual texts, e.g. travel schedules, menus, advertisements, etc.</p> <p>1.2.10 Identify main ideas of familiar texts and dialogues, e.g. literary, cultural, informational and visual.</p> <p>1.2.11 Employ appropriate intonation.</p> <p>1.2.12 Recognize that regional differences in pronunciation and vocabulary exist.</p> <p>1.2.13 Employ reading strategies such as cognate recognition, context, and syntax to facilitate understanding of the text.</p> <p>1.2.14 Read for a variety of purposes to:</p> <ul style="list-style-type: none"> <li>• increase and reinforce vocabulary</li> <li>• expand knowledge and cultural awareness</li> <li>• reinforce the conventions of the language</li> </ul> <p>1.2.16 Follow written instructions in French.</p> <p>1.2.17 Read a variety of narrative and informational texts.</p> <p><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>• Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.. (RI.6.7)</li> <li>• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</li> <li>• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1)</li> <li>• Determine a theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. (RL.6.2)</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• affirmative and negative</li> <li>• auxiliary verb</li> <li>• comparative</li> <li>• demonstrative</li> <li>• en</li> <li>• imperative</li> <li>• imperfect</li> <li>• infinitives</li> <li>• irregular</li> <li>• object</li> <li>• partitive</li> <li>• passé composé</li> <li>• reflexive</li> <li>• regular</li> <li>• relative pronouns</li> <li>• subject</li> <li>• superlative</li> <li>• tense</li> <li>• y</li> </ul>
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<ul style="list-style-type: none"> <li>○ Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. (L.5.3a)</li> <li>● Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)</li> <li>● Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.7.3)             <ul style="list-style-type: none"> <li>○ Uses target language effectively                 <ul style="list-style-type: none"> <li>▪ negation</li> <li>▪ direct/indirect object pronouns</li> <li>▪ past participles</li> <li>▪ passé composé vs. imperfect</li> </ul> </li> </ul> </li> </ul>	
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>● Understand and follow oral and written directions in French related to daily classroom activities.</li> <li>● Understand spoken and written messages in French on topics of personal interest, such as family life, leisure and school activities, and everyday occurrences.</li> <li>● Understand and identify main ideas and principal characters in brief reading selections from francophone cultures.</li> <li>● Understand information from simple and accessible French-language materials, such as television programs, youth magazines, the Internet, and videos.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>● <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>● <a href="http://www.quia.com">www.quia.com</a></li> <li>● <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>● <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>● youtube videos (educational)</li> </ul>

### 1.3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

<p><b>Essential Knowledge and Skills</b></p> <p>1.3.1 Write on a variety of informational topics to increase and reinforce cultural awareness and to reinforce the conventions of the language .</p> <p>1.3.2 Present information on a variety of topics demonstrating speaking skills at grade level.</p> <p><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.2             <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2a</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2b</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2c</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2d</li> <li>e. Establish and maintain a formal style. W.8.2e</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.2f</li> </ul> </li> <li>● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.8.3             <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W.8.3a</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.8.3b</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. W.8.3c</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.. W.8.3d</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events. W.8.3e</li> </ul> </li> <li>● With some guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.6.5)</li> <li>● Demonstrates command of the conventions of the target language capitalization, punctuation, and spelling when writing. (L.7.2)</li> <li>● Integrates multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>● conventions</li> <li>● cultural awareness</li> <li>● reinforce</li> </ul>
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<ul style="list-style-type: none"> <li>• Uses knowledge of language and its conventions when writing, speaking, reading, or listening. (L.5.3)             <ul style="list-style-type: none"> <li>○ Expands, combines, and reduces sentences for meaning, reader/listener interest, and style. (L.5.3a)</li> </ul> </li> </ul>	
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Prepare and present short announcements in French, such as the current date, time, and weather information.</li> <li>• Prepare and present brief reports in French about personal experiences, school happenings, and current events.</li> <li>• Prepare, illustrate, and present materials in French, such as advertisements, posters, and menus.</li> <li>• Dramatize poems, stories, songs, skits or short plays in French, for example, a Franco-African folk tale.</li> <li>• Prepare and record original materials in French, such as fashion shows, Mardi Gras parades, and video or audio</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos (educational)</li> </ul>

### 2.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

<p><b>Essential Knowledge and Skills</b></p> <p>2.1.2 Explore the unique social customs and traditions of the French- speaking cultures.</p> <p>2.1.3 Explore the art and history of France.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)</li> <li>• Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI. 5.9)</li> <li>• Determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. (RI.6.2)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• art and history</li> <li>• customs</li> <li>• explore</li> <li>• traditions</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Observe and use age-appropriate French verbal and nonverbal greetings in conversational exchanges.</li> <li>• Learn about and participate in activities enjoyed by young French-speaking people, such as games, sports, music, dance, drama, and celebrations.</li> <li>• Identify the similarities and differences between school life in their own region and in one or more francophone regions.</li> <li>• Recognize and develop an awareness of the diversity of social customs in the French-speaking world; topics may include family life, folklore, and typical holidays, such as Christmas, New Year’s or Ramadan.</li> <li>• Discuss generalizations that Americans may make about the people and customs of francophone cultures, such as “All French people wear berets,” “French-Canadians all play hockey,” “and “Africans all dress in colorful native robes.”</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.dayofthedead.com">www.dayofthedead.com</a></li> <li>• <a href="http://www.google.com">www.google.com</a></li> </ul>

### 2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

<p><b>Essential Knowledge and Skills</b></p> <p>2.2.1 Explore the products and perspectives that define the French-speaking cultures ( e.g. art museums, monuments, foods and cultural icons).</p> <p>2.2.2 Listen to music and watches French-language film or television programs that are popular with young people in various parts of the world.</p> <p>2.2.3 Learn about and recognize artistic contributions from French-speaking cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.</p> <p>2.2.4 Recognize the differences and similarities that distinguish French-speaking cultures from each other.</p> <p><b>Common Core State Standards – ELA</b></p>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• artistic contributions</li> <li>• cultures</li> <li>• distinguish</li> <li>• explores</li> <li>• film</li> <li>• music</li> <li>• perspectives</li> <li>• products</li> <li>• recognize</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Identify and learn about products reflecting the lifestyle of people in various francophone communities, such as</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.dayofthedead.com">www.dayofthedead.com</a></li> </ul>

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<p>household items, clothing, and foods.</p> <ul style="list-style-type: none"> <li>• Identify the general characters and themes of French-language comic books, for example Astérix, Tintin, and Lucky Luke, and youth magazines, such as Okapi.</li> <li>• Listen to music and watch French-language films or television programs that are popular with young people in various parts of the world.</li> <li>• Learn about and recognize artistic contributions from francophone cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.</li> <li>• Learn about and identify major scientific contributions from France and other francophone areas of the world, such as the development of pasteurization.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.google.com">www.google.com</a></li> </ul>
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**3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.**

<p><b><u>Essential Knowledge and Skills</u></b></p> <p>3.1.1 Recognize and utilize appropriate mathematical notations and measurements, such as:</p> <ul style="list-style-type: none"> <li>• 24-hour clock</li> <li>• currency</li> <li>• decimal usage</li> <li>• metric system</li> <li>• temperature</li> </ul> <p>as used in the Spanish-speaking world.</p> <p>3.1.2 Identify and utilize parts of speech that include</p> <ul style="list-style-type: none"> <li>• nouns</li> <li>• verbs</li> <li>• adverbs</li> <li>• gerunds</li> <li>• subjects</li> <li>• adjectives</li> <li>• pronouns</li> <li>• interrogatives</li> <li>• prepositions</li> <li>• contractions</li> </ul> <p>3.1.3 Strengthen oral presentation skills in target language and English through</p> <ul style="list-style-type: none"> <li>• presentations</li> <li>• dialogues</li> <li>• role playing</li> <li>• communication activities, etc.</li> </ul> <p>3.1.4 Incorporate technology skills such as:</p> <ul style="list-style-type: none"> <li>• Internet research</li> <li>• Power Point™</li> </ul> <p>to demonstrate understanding of the target language.</p> <p>3.1.5 Explore basic</p> <ul style="list-style-type: none"> <li>• arts <ul style="list-style-type: none"> <li>○ dance</li> <li>○ music</li> <li>○ artists and their work</li> </ul> </li> <li>• geography of the Spanish speaking world <ul style="list-style-type: none"> <li>○ climate</li> <li>○ continents</li> <li>○ bodies of water</li> </ul> </li> <li>• technology <ul style="list-style-type: none"> <li>○ research</li> <li>○ Power point™</li> </ul> </li> </ul> <p><b><u>Common Core State Standards – ELA</u></b></p> <ul style="list-style-type: none"> <li>• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9-10.5)</li> </ul>	<p><b><u>Academic vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• notations</li> <li>• parts of speech</li> <li>• recognize</li> <li>• utilize</li> </ul>
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<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Discuss topics from other school subjects in French, such as geographical information, math facts and measurements (conversions to and from the metric system), weather and other scientific phenomena, and historical facts and highlights.</li> <li>• Understand simple articles or video segments in French on topics from other school subjects, such as social studies (French exploration, World War II), fine arts (Monet, Debussy, Le Corbusier, and African masks), and science (Madame Curie).</li> <li>• Present reports in French, either orally and/or in writing, on topics being studied in other classes.</li> <li>• Expand their information in other subject areas, such as geography, by studying the geographical features of France and other francophone countries.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• <a href="http://m">m</a></li> <li>• youtube videos (educational)</li> </ul>
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### 3.2 Access and evaluate information and diverse perspectives that are available.

<p><b>Essential Knowledge and Skills</b></p> <p>3.2.2 Employ appropriate reading strategies e.g. summarizing and jigsaw reading, read-aloud, determine meaning from context.</p> <p>3.2.3 Self-assess world views by comparing/contrasting his/her culture to others’.</p> <p>3.2.4 Listen attentively and analyzes various perspectives, e.g. nuances with language tu vs. vous.</p> <p><b>Common Core State Standards – ELA</b></p>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• comparing/contrasting</li> <li>• context</li> <li>• graphic organizers</li> <li>• nuances</li> <li>• perspectives</li> <li>• research</li> <li>• summarizing</li> <li>• utilize</li> <li>• world views</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Read, listen to, and talk about French-language folk tales, short stories, and poems that have been written for young people.</li> <li>• Visit a local museum or consult art books to see how artists from francophone areas portray their country and fellow citizens, for example, Haitian landscapes, masks from the Ivory Coast, portraits by Gauguin, and scenes by Watteau.</li> <li>• Gather information from authentic French materials, such as books, newspapers, magazines or the Internet, to create short reports on topics of interest, such as the Tour de France, a cycling competition.</li> <li>• Interview French speakers in their community about their childhood on topics such as family life, school, hobbies, and leisure activities.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos</li> </ul>

### 4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

<p><b>Essential Knowledge and Skills</b></p> <p>4.1.1 Compare and contrast grammar and structure between French and English.</p> <p>4.1.2 Recognize and use cognates/false cognates and derivatives.</p> <p>4.1.3 4.1.4 Predict the meaning of words based on prior knowledge.</p> <p>4.1.5 Compare and contrast the construction of negatives between French and English.</p> <p>4.1.6 Identify differences in language characteristics, e.g. gender agreement and syntax.</p> <p>4.1.7 Identify differences in pronunciation systems between French and English</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.8.5)             <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>Use the relationship between particular words to better understand each of the words.</li> </ol> </li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• cognates</li> <li>• compare and contrast</li> <li>• construction</li> <li>• derivatives</li> <li>• false cognates</li> <li>• gender agreement</li> <li>• predict</li> <li>• pronunciation</li> <li>• syntax</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of the use of <i>tu</i> and <i>vous</i> (you) in conversations with children vs. conversations with adults.</li> <li>• Recognize the existence of grammatical gender in French, and their spoken and written language reflects that awareness, such as <i>Il est français. Elle est française</i> (He/she is French).</li> <li>• Recognize cognates in French as well as idiomatic expressions that may or may not have exact English equivalents, such as <i>regarder</i> vs. look at, watch, regard.</li> <li>• Discover that English and French have their own critical sound distinctions that must be mastered to communicate meaning, such as <i>ship</i> vs. <i>sheep</i>; <i>rue</i> vs. <i>roue</i>, and that these are not the same in both languages.</li> <li>• Recognize differences in word order between French and English, for example <i>une maison rouge</i> vs. a red house.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos (educational)</li> </ul>



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### 4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

<p><b>Essential Knowledge and Skills</b></p> <p>4.2.1 Discuss the differences and similarities between American and French-speaking cultures.</p> <p>4.2.2 Identify different forms of social etiquette, e.g. forms of address, body language, and greetings.</p> <p>4.2.3 Compare cultural products and practices, e.g. sports, holidays, traditions, and foods.</p> <p>4.2.4 Compare social structures, e.g. families and school.</p> <p>4.2.5 Identifies elements of various French-speaking cultures.</p> <p>4.2.6 Compare dance and music of French-speaking countries to each other and to those of the US.</p> <p>4.2.7 Compare and explore various French-speaking cultures.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9.7)</li> <li>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>body language</li> <li>compare</li> <li>cultural products and practices</li> <li>dance and music</li> <li>forms of address</li> <li>social etiquette</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>Compare aspects of French and American daily life, such as school schedules, weekend activities, and vacations.</li> <li>Watch videos of young Francophones and contrast their verbal and nonverbal behavior patterns with the way American young people would act and react in similar situations.</li> <li>Learn about holidays in France and other francophone countries and compare them to American holidays in terms of how they are celebrated and the underlying beliefs.</li> <li>Compare and contrast French-language and American proverbs.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.conjugemos.com">www.conjugemos.com</a></li> <li><a href="http://www.glencoe.com">www.glencoe.com</a></li> <li><a href="http://www.quia.com">www.quia.com</a></li> <li><a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li><a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>youtube videos (educational)</li> </ul>

### 5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

<p><b>Essential Knowledge and Skills</b></p> <p>5.1.1 Share knowledge of the target language and culture with others.</p> <p>5.1.2 Access international media and the arts, e.g. Museum of Fine Arts and local museums.</p> <p>5.1.3 Use the target language in the school community, e.g.</p> <ul style="list-style-type: none"> <li>greeting one another in hallways in target language</li> <li>giving a weather report in the target language</li> <li>writing a letter in the target language</li> </ul> <p>5.1.4 Begin to understand authentic language and culture through access to native speakers (NS) and authentic reading materials.</p> <p>5.1.5 Reflect on and discuss careers promoting bilingualism.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.             <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W.9.2)</li> </ol> </li> <li>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.9.5)</li> <li>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>authentic language</li> <li>bilingualism</li> <li>careers</li> <li>community</li> <li>discuss</li> <li>international</li> <li>museums</li> <li>native speakers</li> <li>reflect</li> <li>target language</li> </ul>
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solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9.7)	
<b>Sample Progress Indicators</b> <ul style="list-style-type: none"> <li>• Perform in French for a school or community cultural event.</li> <li>• Teach French-language songs and simple conversational expressions to students at a local elementary school.</li> <li>• Participate in French Club activities which benefit the school or community.</li> <li>• Talk about topics of mutual interest with exchange students from French-speaking regions.</li> <li>• Use French in a setting in the community, such as ordering food in a French restaurant.</li> <li>• Communicate in French through letters, e-mail, and audio and video recordings with students around the world.</li> <li>• Participate in an extended French immersion experience, such as an immersion weekend or a French-language camp.</li> <li>• Travel with their family or class to a francophone region and use French to communicate and obtain services.</li> </ul>	<b>Websites</b> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• <a href="#">m</a></li> <li>• youtube videos (educational)</li> </ul>

### 5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

<b>Essential Knowledge and Skills</b> 5.2.1 Apply acquired knowledge for personal enrichment, such as attending movies, plays, concerts, and art exhibits. 5.2.2 Display interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively. 5.2.3 Listen and sing along to music in the target language.	<b>Academic vocabulary</b> <ul style="list-style-type: none"> <li>• acquired</li> <li>• apply</li> <li>• communicating</li> <li>• enrichment</li> <li>• interpersonal</li> </ul>
<b>Common Core State Standards – ELA</b> <ul style="list-style-type: none"> <li>• Participates in discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.             <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1)</li> </ol> </li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.             <ol style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (L.5.3)</li> </ol> </li> </ul>	
<b>Sample Progress Indicators</b> <ul style="list-style-type: none"> <li>• Participate in sports, games or other French social and cultural activities.</li> <li>• Listen to music, sing songs, and become familiar with musical instruments representative of francophone cultures.</li> <li>• Attend a French play, movie or concert.</li> <li>• Plan a real or imaginary trip to a francophone area and share their experience with others.</li> <li>• Students read French comics or magazines for personal enjoyment.</li> <li>• Go to a local restaurant and order from a French-English menu, sampling the cuisine from francophone areas of the world, such as Quebec, France, Haiti, and Vietnam.</li> <li>• Visit exhibits at local museums that present aspects of the francophone world.</li> <li>• Explore French Internet sites for personal entertainment and enjoyment.</li> </ul>	<b>Websites</b> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• <a href="#">m</a></li> <li>• youtube videos (educational)</li> </ul>

### SUGGESTED WORKS:

	<u>LITERARY TEXTS</u>		
STORIES	POETRY	DRAMA	OTHER
<b>Literature:</b> <ul style="list-style-type: none"> <li>• <i>Bon Voyage</i> cultural and supplementary readings</li> <li>• <i>Pauvre Anne</i> series</li> </ul>			
<b>Informational texts:</b> <ul style="list-style-type: none"> <li>• <i>Bon Voyage</i> cultural and supplementary readings</li> <li>• Readings on French artists</li> <li>• Biographies on artists and singers in both French and English</li> </ul>			

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### INFORMATIONAL TEXT

#### NONFICTION

#### BIOGRAPHIES

#### MEMOIRS

#### SPEECHES, PUBLIC DOCUMENTS

**ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:** see curriculum

- |                               |                                |                                     |                          |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Anecdotal records          | 8. Graphic organizers          | 15. Multi-media/technology          | 21. Research             |
| 2. Class discussion           | 9. Informational text response | 16. Narrative writing               | 22. Role playing         |
| 3. Conferencing               | 10. Interviews                 | 17. Non- linguistic representations | 23. Rubrics/checklists   |
| 4. Constructed responses      | 11. Informative writing        | 18. Note taking and summarizing     | 24. Tests and quizzes    |
| 5. Dramatization/role playing | 12. Journal                    | 19. Oral presentation               | 25. Technology           |
| 6. Exhibits                   | 13. Literature response        | 20. RAISE                           | 26. Think-alouds         |
| 7. Grammar and usage          | 14. Media appreciation         |                                     | 27. Vocabulary word wall |
|                               |                                |                                     | 28. Writer's notebook    |
|                               |                                |                                     | 29. Word Study           |

#### REQUIRED COMMON ASSESSMENTS

- Mid-term exam (HS)
- Final exam (HS)
- Common Task (HS)

#### Routine writing

- Graphic organizers
- Dialogues

#### Focus on informational

- Singer research project
- Artist research project

#### Focus on narrative

- Opinion on singer researched

**HIGHER ORDER THINKING SKILLS:** Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

#### Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

#### Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

#### ADDITIONAL RESOURCES:

##### Websites

- target language station (and other Internet)
- [www.actfl.org](http://www.actfl.org)
- [www.corestandards.org](http://www.corestandards.org)
- [www.ride.ri.gov](http://www.ride.ri.gov)
- <http://coshoctonfip.wikispaces.com> (instructional strategies)
- [www.wordreference.com](http://www.wordreference.com) (on-line dictionary)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.duolingo.com](http://www.duolingo.com)
- [www.frenchtutorial.com](http://www.frenchtutorial.com)

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### Audio/video

- Ancillary textbook materials: CD programs, DVD program, “Video Marathon” review game
- Music CD’s and digital files of popular music radio stations
- You Tube for music videos in target language, commercials, video clips of realia, learning for beginners
- Films in target language
- Voice memo recorder on i-phone to create audio books and audio vocabulary lists

### Materials

- Flashcards
- Sentence strips
- Calendars and clocks
- Realia, e.g. currency, posters, menus

### VOCABULARY

- |   |                                     |                          |                       |
|---|-------------------------------------|--------------------------|-----------------------|
| 1. acquired   | 20. conversions                     | 41. imperfect            | 64. recognize         |
| 2. affirmative and negative                           | 21. cultural awareness              | 42. infinitives          | 65. reflect           |
| 3. apply  | 22. cultural products and practices | 43. interact             | 66. reflexive         |
| 4. art and history                                    | 23. cultures                        | 44. international        | 67. regular           |
| 5. artistic contributions                             | 24. customs                         | 45. interpersonal        | 68. reinforce         |
| 6. authentic language                                 | 25. dance and music                 | 46. interrogatives       | 69. relative pronouns |
| 7. auxiliary verb                                     | 26. demonstrative                   | 47. irregular            | 70. research          |
| 8. bilingualism                                       | 27. derivatives                     | 48. museums              | 71. social etiquette  |
| 9. body language                                      | 28. discuss                         | 49. music                | 72. subject           |
| 10. careers   | 29. distinguish                     | 50. native speakers      | 73. summarizing       |
| 11. cognates  | 30. en                              | 51. negative expressions | 74. superlative       |
| 12. communicating                                     | 31. enrichment                      | 52. negotiate            | 75. syntax            |
| 13. community   | 32. explore                         | 53. notations            | 76. target language   |
| 14. comparative adjectives/<br>superlative adjectives | 33. false cognates                  | 54. nuances              | 77. tense             |
| 15. compare and contrast                              | 34. film                            | 55. object               | 78. traditions        |
| 16. construction                                      | 35. forms of address                | 56. partitive            | 79. utilize           |
| 17. context   | 36. gastronomie                     | 57. parts of speech      | 80. world views       |
| 18. conventions                                       | 37. gender agreement                | 58. passé composé        | 81. y                 |
| 19. conversation                                      | 38. graphic organizers              | 59. perspectives         |                       |
|   | 39. idiomatic expressions           | 60. perspectives         |                       |
|   | 40. imperative                      | 61. predict              |                       |
|   |                                     | 62. products             |                       |
|   |                                     | 63. pronunciation        |                       |

FRENCH II CURRICULUM UNIT #1  
North Smithfield School District

**LESSON PLAN for UNIT (Complete this section during the school year)**

**LESSONS**

- Lesson # 1 Summary:**
  
- Lesson #2 Summary:**
  
- Lesson #3 Summary:**

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**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead -in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction
  
- Assessments:** see curriculum introduction
  - **Formative**
  
  
  - **Summative**